



Notice of Assessment Task Year 12 English Extension 2

Date of initial notification: Term 1, Week 6, Tuesday, March 5 2024	Date of submission of task: Term 1, Week 11, Tuesday, April 9, 2024
---	---

Teacher: Barnott-Clement/Taraboulsis	Task Number: 1
---	-----------------------

Time Allowed: 2 weeks for preparation + 15 - 20 minutes Viva Voce presentation	Weighting of task: 30%
---	-------------------------------

Course Component/Focus area/topic/module: Viva Voce

Task Description:

The Viva Voce is an opportunity for you to present a clearly articulated plan for your Major Work. Your presentation must respond to a series of questions posed to you by a panel of teachers. You will be given the questions for the Viva Voce 15 minutes prior to your presentation. Teachers may also ask clarifying questions during the presentation.

You will be expected to include the following in your presentation/responses:

- a thorough explanation of the purpose, audience, context and form of your Major Work
- acknowledgement of the sources you have used in developing the proposal and inquiry question
- an outline of your plan to complete the Major Work project including a timeline
- references to your journal to assist in explaining choices made and research completed.

The Viva Voce will be 15–20 minutes in length.

You must also submit your Major Work Journal for review on the day you complete your Viva Voce. A checklist of what will be reviewed is included below:

- concept mapping for generating ideas
- an original inquiry question and statement of intent
- evidence of investigation of a variety of composers in the chosen form
- an action plan with milestones.

Outcomes/Competencies to be assessed in this task:

EEX12-1 demonstrates a deep understanding of the dynamic relationships between text, composer, audience and context through the conceptualisation and execution of an extended composition using appropriate mode, medium and technology

EEX12-4 undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant experience, event or idea

EEX12-5 reflects on and evaluates the composition process and the effectiveness of their own published composition.

Marking Criteria:**You will be marked on how well you**

- demonstrate a deep understanding of the dynamic relationships between text, composer, audience and context through the conceptualisation of their extended composition (Major Work) including statement of intent, milestones, and concept mapping.
- demonstrate extensive independent investigation to articulate your understanding appropriate to purpose, audience and context, using relevant metalanguage to shape your responses.
- reflect on and evaluate the composition process and justify choices in form, concept and content, referring to entries in the Major Work Journal

Feedback: How will I receive feedback on this task?

During the teaching and learning cycle students can expect to receive personalised peer and teacher feedback on their ideas and work samples to help shape their understanding of the requirements of the task. During the assessment period students will receive generalised feedback as a class to guide students to identify their own strengths and weaknesses. After submission of the task students will receive their verbal feedback throughout the presentation from panel members, a copy of the marking criteria with relevant ticks to indicate their level of achievement that will align with their assessment mark and rank for the task and a personalised comment within 10 school days of completing the task.

- Written
- Verbal
- Whole class
- Individual

- *If you are absent on the day that the task is due, you MUST see your teacher the next day (not your next lesson) that you are present at school to show your medical certificate or produce a misadventure form (refer to your Assessment Booklet for a copy of the form).*
- *Exemptions and extensions for any other reason will only be determined at the discretion of the Head Teacher, and only in extenuating circumstances. You must advise the Head Teacher as soon as possible if you know you are unable to submit the task on the due date.*
- *All appeals must be lodged within 48hrs of receipt of the task. Students who may consider an appeal are not permitted to take their task home. The original task cannot be altered in any way prior to the appeal process. See Assessment booklet for details.*

Marking Guidelines	
<ul style="list-style-type: none"> ● Demonstrates an extensive ability to and understanding of the dynamic relationships between text, composer, audience and context through the conceptualisation of their extended composition (Major Work) including statement of intent, milestones, and concept mapping. ● Demonstrate extensive independent investigation to articulate your understanding appropriate to purpose, audience and context, using relevant metalanguage to shape your responses. ● Demonstrates an extensive ability to reflect on and evaluate the composition process and justify choices in form, concept and content, referring to entries in the Major Work Journal 	<p>Extensive</p> <p>25 - 30</p>
<ul style="list-style-type: none"> ● Demonstrates a thorough ability to and understanding of the dynamic relationships between text, composer, audience and context through the conceptualisation of their extended composition (Major Work) including statement of intent, milestones, and concept mapping. ● Demonstrate thorough independent investigation to articulate your understanding appropriate to purpose, audience and context, using relevant metalanguage to shape your responses. ● Demonstrates a thorough ability to reflect on and evaluate the composition process and justify choices in form, concept and content, referring to entries in the Major Work Journal 	<p>Thorough</p> <p>19 - 24</p>
<ul style="list-style-type: none"> ● Demonstrates a sound ability to and understanding of the dynamic relationships between text, composer, audience and context through the conceptualisation of their extended composition (Major Work) including statement of intent, milestones, and concept mapping. ● Demonstrate sound independent investigation to articulate your understanding appropriate to purpose, audience and context, using relevant metalanguage to shape your responses. ● Demonstrates a sound ability to reflect on and evaluate the composition process and justify choices in form, concept and content, referring to entries in the Major Work Journal 	<p>Sound</p> <p>13 - 18</p>
<ul style="list-style-type: none"> ● Demonstrates a basic ability to and understanding of the dynamic relationships between text, composer, audience and context through the conceptualisation of their extended composition (Major Work) including statement of intent, milestones, and concept mapping. ● Demonstrate basic independent investigation to articulate your understanding appropriate to purpose, audience and context, using relevant metalanguage to shape your responses. ● Demonstrates a basic ability to reflect on and evaluate the composition process and justify choices in form, concept and content, referring to entries in the Major Work Journal 	<p>Basic</p> <p>7 - 12</p>
<ul style="list-style-type: none"> ● Demonstrates an elementary ability to and understanding of the dynamic relationships between text, composer, audience and context through the conceptualisation of their extended composition (Major Work) including statement of intent, milestones, and concept mapping. 	<p>Elementary</p>

Teacher review of the Major Work Journal

Area	Not evident	Needs development	Evident
Concept mapping for generating ideas			
An original inquiry question and statement of intent			
Evidence of investigation of a variety of composers in the chosen form			
An action plan with milestones			